DOCUMENT RESUME

ED 355 034 PS 021 222

AUTHOR	Edwards, Carolyn, Ed.; And Others
TITLE	The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education.
REPORT NO	ISBN-0-89391-933-0
PUB DATE	93
NOTE	324p.
AVAILABLE FROM	Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (hardcopy: ISBN-0-89391-927-6, $54.95; paperback: ISBN-0-89391-933-0, $24.95).
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Art Education; Community Role; Creative Development; *Curriculum Development; Educational Innovation; *Educational Methods; *Educational Theories; Foreign Countries; Preschool Education; Progressive Education; Student Projects; Teacher Role; *Young Children
IDENTIFIERS	*Italy (Reggio Emilia); *Massachusetts (Amherst); United States

ABSTRACT

This collection of 18 essays and interviews documents the unique approach to early childhood education taken by schools in the Reggio Emilia region of Northern Italy for the last 30 years. The book is divided into four major parts. Part I includes an introduction by Carolyn Edwards and others, and the essay, "What Can We Learn From Reggio Emilia?" by Lillian G. Katz, Part II consists of five interviews conducted by Lella Gandini with Reggio Emilia educators: "History, Ideas, and Basic Philosophy," with Loris Malaguzzi; "The Community-Teacher Partnership in the Governance of the Schools," with Sergio Spaggiari; "The Emergent Curriculum and Social Constructivism," with Carlina Rinaldi; "The Role of the Pedagogista," with Tiziana Filippini; and "The Role of the Atelierista," with Vea Vecchi. Part III examines the theory and practice of the Reggio Emilia approach through four essays: "Educational and Caring Spaces," by Lella Gandini; "Partner, Nurturer, and Guide: The Roles of the Reggio Teacher in Action," by Carolyn Edwards; "Multiple Symbolization in the Long Jump Project," by George Forman; and "Curriculum Development in Reggio Emilia: A Long-Term Curriculum Project About Dinosaurs," by Baji Rankin. Part IV examines the extension of the Reggio Emilia approach to American classrooms in six essays: "Cultural Variations on Developmentally Appropriate Practice: Challenges to Theory and Practice," by Rebecca New; "The City in the Snow: Applying the Multisymbolic Approach in Massachusetts," by George Forman and others; "Connections: Using the Project Approach with 2- and 3-Year-Olds in a University Laboratory School," by Debbie LeeKeenan and John Nimmo; "Another Way of Seeing Things: We're Still Learning," by Baji Rankin and others; "A Backward Look: From Reggio Emilia to Progressive Education," by Meg Barden; and "Poppies and the Dance of World Making," by Paul Kaufman. A closing essay, "Conclusion: Where Do We Go From Here?" by Carolyn Edwards and George Forman; a glossary of terms used by Reggio Emilia educators; and a list of published resources about the Reggio Emilia approach conclude the volume. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****